

**Using Response to Instruction and Intervention (RtII) for SLD Determination:
Scoring Rubric**



The primary purpose of this rubric is to guide the BSE review team's process in rating and approving applications from schools seeking to use RtII for SLD determination. In addition, this rubric may be helpful to schools contemplating the application process in assessing the current status of RtII implementation. The rubric describes evidence along the three-point scale toward full implementation fidelity outlined below.

3 = Evidence of full implementation fidelity:

Evidence indicates that **all** relevant details/look-fors for this indicator are in place as described. Timelines, frequencies, staff involvement, student behaviors, curricular and intervention parameters are documented and supported with evidence, with only minor variations. Evidence suggests the indicator has been institutionalized throughout the school.

2 = Partial implementation fidelity:

Evidence indicates that **some** of the relevant details/look-fors for this indicator are in place as described. Timelines, frequencies, staff involvement, student behaviors, curricular and intervention parameters are as described in most situations, with only minor variations. Many students and staff are involved. Evidence indicates that the school is implementing this indicator with fidelity, but has details yet to address in this indicator.

1 = Lacks evidence of implementation fidelity:

Evidence indicates that **none or few** of the relevant explanations/look-fors are present for the indicator. Systems and or activities are not in place or fall outside the criteria of the PA RtI Framework. Timelines, frequencies, staff involvement, student behaviors, curricular and intervention parameters are not in place. Few staff or only targeted students are involved. Evidence indicates that the school is not on course to implement this indicator with fidelity.

For Scoring Use ONLY:

Approval (27 POINTS): The school's plan is approved if a "3" is given to each of the following indicators: 1) High Quality Standards-Aligned Curriculum and Research-Based Instruction in Reading 2) Universal Screening; 3) Shared Ownership; 4) Data-Based Decision-Making; 5) Tiered Intervention and Service Delivery System; 6) Parent Engagement; 7) Eligibility Determination; 8) Leadership; and 9) Professional Development.

Conditional Approval (26-24 POINTS): Conditional Approval Status indicates that the school must submit additional information/evidence to the BSE.

No Approval (23 POINTS or less): No approval may be given at this time.

Name of School: _____

Total Points/Approval Status: _____/_____



3	2	1	
I. HIGH QUALITY STANDARDS- ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION	I. HIGH QUALITY STANDARDS- ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION	I. HIGH QUALITY STANDARDS- ALIGNED CURRICULUM AND RESEARCH–BASED INSTRUCTION	Additional Scoring Guidance
<p>1. General education core curriculum and instructional practices are aligned to the PA standards and are research based.</p> <ul style="list-style-type: none"> Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) <ul style="list-style-type: none"> 90+ uninterrupted minutes minimum per day A system is in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices. <p>2. Teachers (general ed., remedial and special education, etc.) and specialists participate in the design and delivery of core instruction, as appropriate.</p> <p>3. Instruction is differentiated, systematic, explicit, and follows research-based effective teaching principles (active engagement , teacher modeling, scaffolding, etc.).</p>	<p>1. General education core curriculum and instructional practices are partially aligned to the PA standards and are research based.</p> <ul style="list-style-type: none"> Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) <ul style="list-style-type: none"> Less than 90 uninterrupted minutes minimum per day A system is in place to ensure core instruction is delivered with fidelity but lacks routine fidelity checks and/or a feedback system to improve teaching practices. <p>2. Teachers (general ed., remedial and special education, etc.) and specialists provide some input in the design and delivery of core instruction, as appropriate.</p> <p>3. Instruction is differentiated, systematic, explicit, and follows research-based effective teaching principles (active engagement, teacher modeling, scaffolding, etc.). (partial evidence)</p>	<p>1. General education core curriculum and instructional practices are not aligned to the PA standards and are not research based.</p> <ul style="list-style-type: none"> Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) <ul style="list-style-type: none"> Less than 60 uninterrupted minutes minimum per day A system is not in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices. <p>2. Teachers (general ed., remedial and special education, etc.) and specialists as appropriate participate in the design and delivery of core instruction.</p> <p>3. Instruction is not differentiated, systematic, explicit, and does not follows research-based effective teaching principles (active engagement, teacher modeling, scaffolding, etc.). (no evidence)</p>	<p>The building provides evidence that it strongly protects core instructional time by not scheduling assemblies, announcements, etc. during the time allotted for core reading and math instruction.</p> <p>Core reading instructional blocks reflect a combination of standards-aligned whole and small group instruction.</p> <p>Pull-out services such as supplemental intervention, speech/language, OT/PT, ESL, etc. are “in addition to” core reading and math instruction.</p> <p>Recess may be scheduled as a developmentally appropriate break during core instruction but should not be included as part of the 90 or 60 instructional minutes.</p>

			<p>The building provides evidence by citing one or more of the following: frequent classroom walkthroughs, peer coaching and observation, self-monitoring checklists, etc. The process contains a system for feedback outside of the evaluation process.</p> <p>Professional Development has been provided on a regular basis to assist teachers in the effective delivery of core and differentiated instruction. Effective/differentiated instruction is routine and observable throughout the day.</p> <p>The building can provide evidence that there is a pattern of increasing student proficiency.</p> <p>Remedial and Special Education teachers report that they allocate instructional time to the delivery of core instruction.</p>
II. UNIVERSAL SCREENING	II. UNIVERSAL SCREENING	II. UNIVERSAL SCREENING	
1. A system is in place to assess the strengths and challenges of all	1. A system is in place to assess the strengths and challenges of some	1. A system is not in place to assess the strengths and challenges of all	Screening tools are time

<p>students in academic content areas. All students are screened/benchmarked a minimum of three times per year to determine academic and behavior status against grade-level standards.</p> <ul style="list-style-type: none"> • Screening tools are research-based, predictive of future performance on standards, and align with grade level benchmarks. • Efficiently administered by trained staff. • Administration fidelity is monitored. <p>2. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and:</p> <ul style="list-style-type: none"> • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. <p>3. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.</p>	<p>students in academic content areas. Some students are screened/benchmarked less than three times per year to determine academic and behavior status against grade-level standards.</p> <ul style="list-style-type: none"> • Screening tools are research-based, predictive of future performance on standards, and align with grade level benchmarks. • Efficiently administered by trained staff. • Administration fidelity is infrequently monitored. <p>2. Screening data is shared with some administrative teams, grade level teams, student specific teams and parents, and:</p> <ul style="list-style-type: none"> • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. <p>3. Grade level teams may analyze screening data in a untimely manner (more than one week following administration) to possibly design and adjust instruction using a structured team facilitation process and format.</p>	<p>students in academic content areas. Students are not screened/benchmarked to determine academic and behavior status against grade-level standards.</p> <ul style="list-style-type: none"> • Screening tools are not research-based, predictive of future performance on standards, and align with grade level benchmarks. • Efficiently administered by trained staff. • Administration fidelity is not monitored. <p>2. Screening data is not shared with administrative teams, grade level teams, student specific teams and parents, and:</p> <ul style="list-style-type: none"> • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. <p>3. Grade level teams do not analyze screening data in a timely manner (within one week of administration) to design and do not adjust instruction using a structured team facilitation process and format.</p>	<p>efficient (e.g., 3-10 minutes per student).</p> <p>Screening tools have published and strong psychometric properties (e.g., adequate reliability and validity co-efficients) and are nationally normed.</p> <p>Teams provide evidence of teaming (e.g., use of structured protocols, grade level goals are developed and grade-wide interventions are implemented and monitored.., student reports, etc.)</p>
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III. SHARED OWNERSHIP	III. SHARED OWNERSHIP	III. SHARED OWNERSHIP	
<p>1. All staff (general, special, remedial, ESL, specialists) assumes an active role in assessment, curriculum and instruction practices.</p> <ul style="list-style-type: none"> Staff demonstrates ownership for learning, growth and achievement of all students. All role changes are strategically planned and supported with appropriate training and coaching. <p>2. School resources and staff expertise are allocated based on student need. Expert teachers and specialists are assigned to the neediest students and staff assignments are flexible based on the changing needs of students.</p>	<p>1. Some staff assumes active roles in assessment, curriculum and instruction practices.</p> <ul style="list-style-type: none"> Some staff demonstrates ownership for learning, growth and achievement of all students. Some role changes are strategically planned and supported with appropriate training and coaching. <p>2. Some school resources and staff expertise are allocated based on student need. Expert teachers and specialists may be assigned to the neediest students and staff assignments are often flexible based on the changing needs of students.</p>	<p>1. Multiple staff (general, special, remedial, ESL) do not assume an active role in assessment, curriculum and instruction practices.</p> <ul style="list-style-type: none"> Staff do not demonstrate ownership for learning, growth and achievement of all students. Role changes are not strategically planned and supported with appropriate training and coaching. <p>2. School resources and staff expertise are not allocated based on student need. Expert teachers and specialists are not necessarily assigned to the neediest students and staff assignments are not flexible based on the changing needs of students.</p>	<p>Professionals validate that “All” students are in receipt of high-quality standards-aligned instruction</p> <p>Professional development and administrative support has led to changes in role and function based upon skill set as needed</p> <p>Professionals report that the building schedule mirrors the needs of the overall student population</p> <p>Staff expertise, experience and skill is matched in proportion to student needs</p>
IV. DATA-BASED DECISION MAKING	IV. DATA-BASED DECISION MAKING	IV. DATA-BASED DECISION MAKING	
<p>1. Building, grade level and student-centered teams meet collaboratively to review assessment data and make instructional decisions.</p> <ul style="list-style-type: none"> Teachers generate or receive user-friendly data in advance. A structured team facilitation process and format are used. <p>2. Grade level teams set measurable grade-wide goals, develop and implement strategies to achieve</p>	<p>1. Building, grade level and student-centered teams meet, irregularly, to review assessment data and make instructional decisions.</p> <ul style="list-style-type: none"> Teachers do not routinely receive data in advance. A structured team facilitation process and format are used sometimes. <p>2. Grade level teams set measurable grade-wide goals, but do not routinely develop and implement</p>	<p>1. Building, grade level and student-centered teams are not in place to review assessment data and make instructional decisions.</p> <ul style="list-style-type: none"> Teachers do not generate or receive user-friendly data in advance. A structured team facilitation process and format are not used. <p>2. Grade level teams do not set measurable grade-wide goals,</p>	<p>Evidence is provided. Examples may include: progress-monitoring graphs, schedules for tiered interventions, schedules for team data analysis and instructional matching, etc.</p>

<p>these goals, and monitor student progress toward these benchmark goals (i.e. ____% of students will meet benchmark by January).</p> <ul style="list-style-type: none"> • Use data to adjust core and tiered instruction • Identify research-based supplement to core program. • Implementation logistics are planned and staff is trained. • Strategies are monitored and fine tuned in response to progress data. • Implementation fidelity is monitored. <p>3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.</p> <ul style="list-style-type: none"> • Progress monitoring measures are reliable, efficient, and determine student and grade level progress toward prescribed benchmarks. • Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules. <p>4. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.</p> <ul style="list-style-type: none"> • Tier 1 - minimum of three 	<p>strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. ____% of students will meet benchmark by January).</p> <ul style="list-style-type: none"> • Use data to adjust core and tiered instruction intermittently • Identify research-based supplement to core program intermittently. • Implementation logistics are planned and staff is trained intermittently. • Strategies are monitored and fine tuned in response to progress data intermittently. • Implementation fidelity is monitored intermittently. <p>3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.</p> <ul style="list-style-type: none"> • Progress monitoring measures are reliable, efficient, and determine student and grade level progress toward prescribed benchmarks. • Progress in all tiers is intermittently monitored, graphed, and analyzed according to specified processes and decision rules. <p>4. Academic and behavioral progress is monitored</p>	<p>develop and implement strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. ____% of students will meet benchmark by January).</p> <ul style="list-style-type: none"> • Do not use data to adjust core and tiered instruction • Do not identify research-based supplement to core program. • Implementation logistics are not planned and staff is trained. • Strategies are not monitored and fine tuned in response to progress data. • Implementation fidelity is not monitored. <p>3. Continuous progress monitoring data do not drive instructional decisions throughout the three-tier process.</p> <ul style="list-style-type: none"> • Progress monitoring measures are not reliable, efficient, and determine student and grade level progress toward prescribed benchmarks. • Progress in all tiers is not monitored, graphed, and analyzed according to specified processes and decision rules. <p>4. Academic and behavioral progress is not monitored with increasing</p>	<p>The school's data teaming structure is delineated (Teams, role, function, etc). The use of decision rules and Rate of Improvement is defined and articulated.</p>
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<p>times per year; Tier 2-minimum twice monthly; Tier 3-minimum weekly.</p> <p>5. Time is scheduled for grade-level and student level team collaboration and follow-up activities.</p>	<p>intermittently with increasing frequency as students receive additional tiered interventions.</p> <ul style="list-style-type: none"> Tier 1 - minimum of three times per year; Tier 2- less than twice monthly; Tier 3- less than weekly. <p>5. Time is scheduled intermittently for grade-level and student level team collaboration and follow-up activities.</p>	<p>frequency as students receive additional tiered interventions.</p> <ul style="list-style-type: none"> Tier 1 - minimum of three times per year; Tier 2-minimum twice monthly; Tier 3-minimum weekly. <p>5. Time is not scheduled for grade-level and student level team collaboration and follow-up activities.</p>	
V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM	V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM	V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM	
<p>1. Students receive increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based interventions for any student at risk of academic or behavioral failure is in place.</p> <ul style="list-style-type: none"> The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for students. Tier 2 intervention provides additional instructional time (at least 30 minutes/day. Tier 3 provides additional instructional time (30-60 	<p>1. Some students receive increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based interventions for some students at risk of academic or behavioral failure is in place.</p> <ul style="list-style-type: none"> The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for some students. Tier 2 intervention provides additional instructional time (less than 30 minutes/day. Tier 3 provides additional instructional time (less than 	<p>1. Students do not receive increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based interventions for any student at risk of academic or behavioral failure is not in place.</p> <ul style="list-style-type: none"> The team does not use screening and informal assessment data to identify instructional needs and appropriate interventions for students. Tier 2 intervention does not provide additional instructional time (at least 30 minutes/day. 	<p>Evidence is provided (e.g., standard protocol intervention list, extra time allocated toward small group intervention, number of groups and size, number of resource personnel that provide supplemental intervention, progress-monitoring schedule, etc.)</p> <p>Decision rules for Tier movement and eligibility</p>

<p>minutes/day).</p> <ul style="list-style-type: none"> Intervention logistics (including training) are carefully planned (Who, What, Where, When). Interventions vary by grouping, expertise, duration, frequency and time. <p>2. Standard protocol interventions are used at Tiers 2 and 3.</p> <p>3. A system is in place to ensure that interventions are implemented with fidelity.</p> <p>4. Progress monitoring data determines the effectiveness of interventions and drive student movement through the tiers.</p> <ul style="list-style-type: none"> Team identifies student specific appropriate Rate of Improvement. Progress monitoring logistics are identified (Who, What, Where, When) Student progress is graphed and decision rules are identified and used to make instructional decisions. <p>5. Interventions are monitored and adjusted based on progress monitoring data.</p> <p>6. A system is in place to move student among tiers as needed.</p> <ul style="list-style-type: none"> Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making 	<p>30-60 minutes/day).</p> <ul style="list-style-type: none"> Intervention logistics (including training) are carefully planned (Who, What, Where, When) intermittently. Interventions vary by grouping, frequency and time only. <p>2. Standard protocol interventions are used at Tiers 2 and 3 intermittently.</p> <p>3. A system is emerging to ensure that interventions are implemented with fidelity.</p> <p>4. Progress monitoring data determines the effectiveness of interventions and drive student movement through the tiers intermittently.</p> <ul style="list-style-type: none"> Team identifies student specific appropriate Rate of Improvement intermittently. Progress monitoring logistics are identified (Who, What, Where, When) intermittently Student progress is graphed and decision rules are identified and used to make instructional decisions intermittently. <p>5. Interventions are not monitored and adjusted based on progress monitoring data.</p> <p>6. A system is emerging to move student among tiers as needed.</p>	<ul style="list-style-type: none"> Tier 3 does not provide additional instructional time (30-60 minutes/day). Intervention logistics (including training) are not carefully planned (Who, What, Where, When). Interventions do not vary by grouping, expertise, duration, frequency and time. <p>2. Standard protocol interventions are not used at Tiers 2 and 3.</p> <p>3. A system is not in place to ensure that interventions are implemented with fidelity.</p> <p>4. Progress monitoring data does not determine the effectiveness of interventions and drive student movement through the tiers.</p> <ul style="list-style-type: none"> Team does not identify student specific appropriate Rate of Improvement. Progress monitoring logistics are not identified (Who, What, Where, When) Student progress is graphed and decision rules are identified and used to make instructional decisions. <p>5. Interventions are not monitored and adjusted based on progress monitoring data.</p> <p>6. A system is not in place to move student among tiers as needed.</p> <ul style="list-style-type: none"> Students making acceptable progress in Tier 2 return to 	<p>determination are clearly articulated and are consistent applied.</p>
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<p>acceptable progress are referred for Tier 3 intervention.</p> <ul style="list-style-type: none"> Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success. 	<ul style="list-style-type: none"> Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention. Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success. 	<p>Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention.</p> <ul style="list-style-type: none"> Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success. 	
VI. PARENT ENGAGEMENT	VI. PARENT ENGAGEMENT	VI. PARENT ENGAGEMENT	VI.
<ol style="list-style-type: none"> Parents are provided information on the RtI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview includes decision rules, timelines, explanations of interventions, and expectations. Parents are notified and requested to participate in the 	<ol style="list-style-type: none"> Parents are provided some information on the RtI process, which may include an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview does not routinely include decision rules, timelines, explanations of interventions, and expectations. 	<ol style="list-style-type: none"> Parents are not provided information on the RtI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview does not include decision rules, timelines, explanations of interventions, and expectations. Parents are not notified and 	<p>Evidence of broad and specific examples of parent communication are provided.</p>

<p>three-tier process as soon as their children begin tiered supports.</p> <p>3. Parents receive at least quarterly detailed reports on their child's interventions, goals, and progress.</p> <p>4. Parents are informed and understand their right to request a special education evaluation at any time during Rtl.</p>	<p>2. Parents are not routinely notified and requested to participate in the three-tier process as soon as their children begin tiered supports.</p> <p>3. Parents receive less than quarterly detailed reports on their child's interventions, goals, and progress.</p> <p>4. Parents are sometimes informed and understand their right to request a special education evaluation at any time during Rtl.</p>	<p>requested to participate in the three-tier process as soon as their children begin tiered supports.</p> <p>3. Parents do not receive reports on their child's interventions, goals, and progress.</p> <p>4. Parents are not informed and do not understand their right to request a special education evaluation at any time during Rtl.</p>	
VII. ELIGIBILITY DETERMINATION	VIII. ELIGIBILITY DETERMINATION	VIII. ELIGIBILITY DETERMINATION	
<p>1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances.</p> <p>2. A system is in place to use Rtl data to diagnose specific learning disability. The determination includes RtII outcome data and is part of a comprehensive evaluation of student eligibility.</p> <ul style="list-style-type: none"> The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. The team uses student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit. 	<p>3. Some policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances.</p> <p>4. Parts of a system are in place to use RtII data to diagnose specific learning disability. The determination includes Rtl outcome data and is part of a comprehensive evaluation of student eligibility.</p> <ul style="list-style-type: none"> The evaluation team sometimes uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. The team sometimes uses student progress data to compare the referred student's slope of progress to 	<p>5. Policies and processes are not in place to ensure compliance with all federal and state regulations, timelines and assurances.</p> <p>6. A system is not in place to use Rtl data to diagnose specific learning disability. The determination includes RtII outcome data and is part of a comprehensive evaluation of student eligibility.</p> <ul style="list-style-type: none"> The evaluation team does not use research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills. The team does not use student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit. 	<p>Evidence may be provided through sample Evaluation Report (ER).</p> <p>Decision rules, rates of improvement should be clearly articulated with evidence of consistency in application.</p>

<ul style="list-style-type: none"> The team considers other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need. 	<p>the goal line needed to close the achievement gap in the academic skill deficit.</p> <ul style="list-style-type: none"> The team sometimes considers other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need. 	<ul style="list-style-type: none"> The team does not consider other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need. 	
VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)	VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)	VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)	
<ol style="list-style-type: none"> Building Administrators lead and support RtI with demonstrated commitment to the efficient and flexible use of time and resources. School district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). The building infrastructure (i.e. schedule) supports RtII. Scheduling supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific) , intervention planning/implementation/monitoring, professional development, etc.). Administration supports change in staff role in addressing student 	<ol style="list-style-type: none"> Building Administrators lead and support RtII with demonstrated commitment to the efficient and flexible use of time and resources to some extent. Some school district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). The building infrastructure (i.e. schedule) to some extent supports RtI. Scheduling, some extent, supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific) , intervention planning/implementation/monitoring, professional development, 	<ol style="list-style-type: none"> Building Administrators do not support RtII with demonstrated commitment to the efficient and flexible use of time and resources. School district policies and procedures have not been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). The building infrastructure (i.e. schedule) does not support RtII. Scheduling does not support time allocations required for implementation (screening, data analysis teaming (grade level and student specific), intervention planning/implementation/monitoring, professional development, etc.). Administration does not support 	<p>Building and district administration provide evidence of coordination, communication and support for RtII initiative and implementation (e.g., district RtII steering committee or task force, focus groups, expenditures, school improvement planning/strategic planning, etc.)</p>

needs (general, remedial, special education.	etc.). 5. Administration, to some extent , supports change in staff role in addressing student needs (general, remedial, special education.	change in staff role in addressing student needs (general, remedial, special education.	
IX. PROFESSIONAL DEVELOPMENT	IX. PROFESSIONAL DEVELOPMENT	IX. PROFESSIONAL DEVELOPMENT	
<p>1. Professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtII and improved student outcomes.</p> <p>2. All personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders.</p> <p>3. All staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, differentiated instruction, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities.</p> <p>4. Key school personnel are identified for enhanced training</p>	<p>1. Some professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtII and improved student outcomes.</p> <p>2. Most personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is may be provided by the buildings instructional leaders.</p> <p>3. Most staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, differentiated instruction, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is may be an integral component of professional development activities.</p> <p>4. Some key school personnel are identified for enhanced training in</p>	<p>1. Professional development is not ongoing, job-embedded and does not include the relevant areas essential to the effective implementation of RtII and improved student outcomes.</p> <p>2. Few personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders.</p> <p>3. Few staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, differentiated instruction, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities.</p> <p>4. Key school personnel are not identified for enhanced training in</p>	Professional development calendar reflects components of RtII framework over course of implementation

<p>in specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy.</p> <p>5. The district professional development calendar provides sufficient time and flexibility for professional development in the components of RtII.</p>	<p>some specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy.</p> <p>5. The district professional development calendar provides time and flexibility for professional development in the components of RtII.</p>	<p>specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy.</p> <p>6. The district professional development calendar does not provide sufficient time and flexibility for professional development in the components of RtII.</p>	
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